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ABSTRACT

This guide was written primarily for students in Grade 9 who are planning their high school programs but it also contains information that may be useful to students already in high school. The guide begins with a "Building Your Future" section which serves as an introduction to high school and the planning process that goes along with it. The "Setting Your Goals" portion helps the student focus on his/her own personal abilities, interests and values. Goals are separated into short-term, such as earning a high school diploma, and long-term, such as studying at a post-secondary institution or getting a job or starting one's own business. The "Earning Your Diploma" section familiarizes the student with the credits and courses required for high school graduation. The "Selecting Your Courses" section explains about the required core courses such as English, Social Studies and Mathematics as well complementary courses such as Career and Technology Studies, Fine Arts, Language Arts and Second Languages. Extracurricular activities and Alternative programs are also discussed. Additional information provided includes Transcript of Achievement, scholarships, post-secondary information, financial help and career counselling. A planning chart for grades 9 through 12 is also provided. (BF)

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A CREDIT TO YOURSELF

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Alberta EDUCATION

Designed for Students Entering Grade 10 During or After the 1994–95 School Year

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Note to Teachers, Counsellors and Parents

A Credit To Yourself was written primarily for students in Grade 9 who are planning their high school programs but it also contains information that may be useful to students already in high school. Students should work through it with a teacher or counsellor and then go over it with their parents. Statistics indicate that children turn first to their parents for advice on careers and school. The information in this booklet may be useful to parents in providing that advice.

The primary intended audience for this document is:

Administrators	
Counsellors	
General Audience	
Parents	
Students	✓
Teachers	

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A CREDIT TO YOURSELF

(Designed for Students Entering Grade 10 During or After the 1994–95 School Year)

Building Your Fut

Before you enter high school

Take some time to plan your high school program and think about your future goals. You will face many choices as you select your high school courses. If you select your courses carefully, you will graduate prepared for a variety of opportunities. But selecting courses haphazardly will limit your choices after graduation and place your future goals out of reach. Many factors will influence your decisions, including:

- your **abilities**
- your **interests**
- your **values**
- your **goals** for the future
- the **diploma requirements**
- **advice** from others.

Students currently
in the Integrated Occupational Program (IOP)
who are working toward a Certificate of Achievement may find
the information in this booklet useful should they decide to
transfer from the Certificate of Achievement route to
the Alberta High School Diploma route.
Your counsellor can tell you more about transferring.

Throughout high school

In high school, you will discover more about yourself — what you are good at and what you enjoy. These discoveries may cause you to change your goals and re-evaluate your selection of courses. It is important to set goals and work toward them, but also to be realistic and adaptable.

Alberta Education has developed this booklet for students in junior high school who are planning their high school years, as well as for students currently in high school. It will encourage you to examine your abilities and interests and help you set goals. It will also identify the wide range of opportunities that are available in high school and help you select your courses.

In 1994, Alberta Education will introduce a new high school diploma — the **Alberta High School Diploma**. This booklet explains what you require in order to earn that diploma. The Alberta High School Diploma replaces the advanced and general diplomas which are being phased out.

To make the greatest use of this booklet, go through it with a teacher or counsellor and your parents. You will also need:

- a list of courses available at the high school you will be attending.

If you are planning to attend a college, university or technical school after graduation, you will also need information on the entrance requirements for those institutions.

Setting Your Goals

You have your own abilities, interests and values. Being aware of these will help you decide what you should study in high school and what goals you should set for yourself.

Consider your abilities

Take a realistic look at yourself. First, consider your abilities. Your marks in junior high school may be an indication of your abilities. Your chances of success in high school will be greater if you build on abilities you already possess. Some abilities are listed below, along with some related subjects. Check the areas in which you are strongest and note the subjects that you could take to develop them.

Abilities	Related Subjects
☐ creative	art, design studies, drama, mathematics, music
☐ interpersonal	career and life management, communication technology
☐ numerical	chemistry, financial management, mathematics, music, physics, science
☐ reasoning	biology, chemistry, design studies, information processing, mathematics, physics, science
☐ speaking and writing	communication technology, English, second languages, social studies
☐ technical/mechanical	art, construction technologies, mathematics

High school is also a good time to develop abilities you may be lacking. What other abilities would you like to develop?

_____, _____, _____

What courses can you take that will help develop these abilities?

_____, _____, _____

Consider your interests

Certain subjects are associated with certain interests. School is more enjoyable when you study subjects you find interesting. Check the areas you are interested in and note the related subjects.

Interests	Related Subjects
☐ building or fixing things	construction technologies, electronics, mechanics
☐ computing	information processing, mathematics
☐ creating and performing	art, communication technology, drama, music
☐ designing and creating	art, cosmetology, design studies, food studies
☐ languages	English, second languages
☐ lifestyle	art, drama, family studies, music, physical education
☐ numbers	financial management, information processing, mathematics
☐ people	biology, drama, psychology, sociology
☐ science	biology, chemistry, mathematics, physics
☐ the world	financial management, social studies, world geography, world history

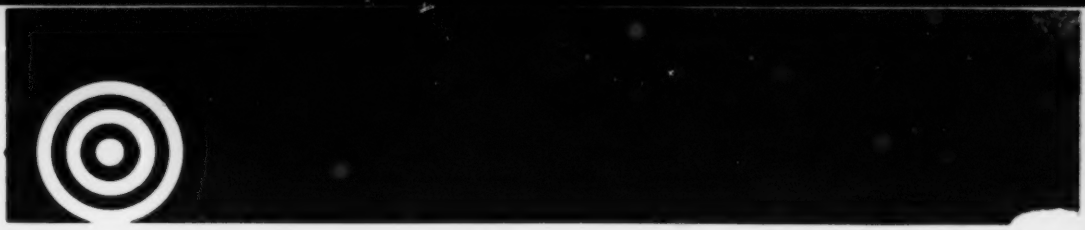
Your high school may offer courses in subjects you have not studied before so you may not know whether or not you are interested in them. Your teacher, counsellor or principal can tell you more about these courses. You may develop interests you didn't know you had!

Consider your values

Think about the kind of person you want to be and the kind of life you want to live. Your values play a role here. What is important to you? Check your values.

- ☐ acceptance
- ☐ assertiveness
- ☐ creativity
- ☐ financial security
- ☐ freedom
- ☐ friendliness
- ☐ helpfulness
- ☐ independence
- ☐ opportunities to learn new things
- ☐ popularity
- ☐ resourcefulness
- ☐ risk taking

☐ other _____



Set your goals

Once you know your abilities, interests and values, you can set your goals. **Short-term goals** are the goals you hope to fulfill soon, but it is also important to set **long-term goals** for your future.

Be open-minded when you think about your goals and don't put obstacles in your way. For example, if you are planning to continue studying after high school because you think you won't find a job, maybe you need to do some investigating about jobs first. Or, if you are planning to go right to work because you can't afford to continue your studies, find out more about student loans and scholarships.

• Set short-term goals

FACT:

Without a high school diploma, you won't be eligible for over 60 per cent of all new jobs created between now and the year 2000.

Your high school diploma will give you the basic skills you need for many career opportunities, plus better chances for employment and a higher salary. So, earning a high school diploma is one of your short-term goals.

What are your other short-term goals?

- *Earn my diploma*
- _____
- _____
- _____

• Set long-term goals

Considering your abilities, interests and values, what are your long-term goals?

- ☐ to continue studying at a post-secondary institution, such as a university, college or technical school
- ☐ to get a job or start my own business after graduation
- ☐ other _____
- ☐ don't know

Each of these short-term and long-term goals has implications for selecting your high school courses.

FACT:

Seventy-five per cent of students start high school with the intention of entering a post-secondary institution. Only 30 per cent actually graduate from one.

☑ To continue studying?

If your long-term goal is to continue studying at a **post-secondary institution**, you need to select your courses with the requirements of those institutions in mind. These requirements vary between institutions and within institutions as well. For example, the faculty of arts may require that you have a second language in order to be admitted, while other faculties at the same institution may not. Each post-secondary institution sets its own requirements that are laid out in booklets called **calendars**. Check these calendars soon to find out what courses are required by the institution you are interested in attending. Although most post-secondary institutions set a minimum average for admission, this does not mean you are guaranteed admission if you have that average. Admission to most programs is highly competitive which often means that students with the highest averages are the ones admitted.

Your high school diploma does not guarantee admission to ANY post-secondary institution. The requirements for a diploma are not always the same as the requirements for admission to post-secondary institutions.

☑ To get a job or start my own business?

FACT:

The job market is changing. Thousands of new kinds of jobs will be created and old jobs eliminated in the next 10 years.

If your long-term goal is to go to work right after graduation, take a careful look at the jobs you may be considering. What do you really know about the work?

- Do you know what the work involves?
- Does it involve the kind of tasks you will enjoy doing?
- Do you know what kind of training the job requires?
- Will you have the skills and abilities to do the job?
- Do you know what the job has to offer?
- Will it provide you with the job satisfaction and the salary and benefits you require?
- Will there be job openings in your field when you graduate?

What kinds of jobs are you considering?

_____, _____, _____

If you hope to get a job or start a business right after high school, you need to plan your program so that you develop the skills you need. Some of these skills are basic ones that all jobs require, such as communication skills, a positive attitude, responsibility, adaptability, the ability to be a team member, dependability, good work habits and commitment.

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Developing such skills in high school increases your success rate both in school and on the job. Most jobs also require job-specific training or education. You can begin to get that training in high school by focusing some of your studies in a particular area.

If you want to know more about jobs, ask your school counsellor for information or talk to your relatives, your neighbors and your friends' parents about their work. You can also go to the library and read up on various occupations or call the Career Information Hotline at 1–800–661–3753 (in Edmonton at 422–4266).

FACT:

The average worker changes careers three to five times.

Don't Know?

Most students don't know what they will do when they leave high school and some who think they know change their minds during their high school years. That's fine! High school is a good opportunity to explore and investigate.

Because you may change your mind, select your courses carefully and keep your options open. Even if you have already decided which occupation to pursue, it is a good idea to consider alternatives. If your first career plan doesn't work out, you will have a back-up plan ready for action.

Now you have a better idea of who you are and how that influences your choice of courses in high school and your future goals. You have:

- reviewed your abilities
- considered your interests
- discovered your values
- thought about related courses
- set short-term goals
- set long-term goals.

Your school counsellor is able to assist you further. You may also want to talk to others who know you well — your parents, teachers and friends.

Earning Your Diploma

One of your short-term goals is to earn a high school diploma. You can accomplish this by successfully completing certain courses and earning a minimum of 100 **credits**. Many students earn more than 100 credits. This reduces the study periods or **spares** you have in school but allows you to explore a wider variety of courses and develop skills that may help you in the future.

Credits

Each high school course is worth a specific number of credits. Higher numbers of credits indicate that more content is covered and more time is spent on that course. Most courses have a 5-credit value or a 3-credit value. You earn credits in a course if you have a final course mark of 50 per cent or higher.

A large number of high schools offer courses in the semester system. In this system, courses in semester one start at the beginning of the year and finish in January. Semester two starts in February and finishes in June. In this system, a school might schedule a 5-credit course daily and a 3-credit course every other day for one semester. Check with your high school to find out how courses are scheduled.

Plan for a full schedule of courses with at least:

- 40 credits in Grade 10
- 35–40 credits in Grade 11
- 30–35 credits in Grade 12.

Courses

Of the 100 credits you need to earn a diploma, 56 will be earned through courses in subjects you are required to take. These **core** subjects are: English, social studies, mathematics, science, physical education, and career and life management. You will be able to choose the courses you need to earn the remaining 44 credits. Although you have considerable freedom in choosing courses in **complementary** subjects, it is important to make these choices carefully so that you gain skills that will be useful when you graduate. If you are planning to attend a post-secondary institution, you will discover that most require more core courses than are required for a high school diploma. You will have to select these core courses as complementary choices.

Each high school course is given a number:

- courses numbered **10–19** are courses usually taken in Grade 10
- courses numbered **20–29** are courses usually taken in Grade 11
- courses numbered **30–39** are courses usually taken in Grade 12.

It is usually necessary to complete a lower-level course before registering in the course at the next level. For example, students need to complete Mathematics 13 before taking Mathematics 23. Mathematics 13 is the **prerequisite** for Mathematics 23. Select your

courses by determining which courses you intend to graduate with and working back to their prerequisites. For example, if you want to graduate with English 30, you will probably take English 20 in Grade 11 and English 10 in Grade 10.

Some core subjects — English, social studies, mathematics and science — are designed for different purposes and are available at two or more levels of difficulty.

- Courses numbered **10–20–30** and **31** are designed primarily for students planning on entering a university or certain programs in colleges and technical schools.
- Courses numbered **13–23–33** are designed primarily for students planning on entering certain programs in colleges, technical and trade schools or getting a job.
- Courses numbered **14–24** are designed primarily for students planning on getting a job after graduating.

You do not need to select all your courses from the same series. For example, you may choose English 10, Mathematics 14 and Social Studies 13. You may also transfer from one series to another. At some point in high school, you may find that a course you want to take is full. You may have to postpone taking that course until another semester.

In some courses, you are required to write **diploma examinations**. Your marks in these courses are the average of the mark your teacher gives you and your results on the diploma examination. Diploma examinations are written in English 30 and 33, Social Studies 30, Mathematics 30, Biology 30, Physics 30, Chemistry 30, Science 30 and Français 30.

Graduation requirements

The graduation requirements for the Alberta High School Diploma are outlined on the following page. The courses listed are the highest level students are required to complete to earn a diploma. These requirements are set to ensure students graduate from high school with a broad education. These requirements are not always the same as those needed to enter post-secondary institutions. For example, Social Studies 30 or 33 is a diploma requirement but may not be a requirement of the post-secondary institution you are interested in attending. Mathematics 24 fulfills the diploma requirement but may not be enough to fulfill the requirement of the post-secondary institution you are interested in attending. Check with the post-secondary institution you are interested in for information on its requirements.

To earn an Alberta High School Diploma, a student must:

- earn a minimum of 100 credits
- complete and meet the standards of the following courses:

  English 30 or 33 or Français 30
  Social Studies 30 or 33
  Mathematics 20 or 23 or 24 (or Mathematics 13 or 10 and any other 5-credit mathematics course)
  Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20 (or Science 10 and any other 5-credit science course)

- complete and meet the standards of the following:

  Physical Education 10 (3 credits)
  Career and Life Management (CALM) 20 (3 credits)
  10 credits from career and technology studies (CTS) or fine arts or second languages
  10 credits in any 30-level courses (including locally developed) in addition to English 30 or 33 and Social Studies 30 or 33

Doing well in high school is a challenge. In addition to regular attendance in classes and time spent at extracurricular activities outside the classroom, you need to allocate time for homework and for studying for examinations.

FACT:

Working at a part-time job more than 15–20 hours a week often has a negative effect on a student's performance in school.

Many students also begin working at jobs during high school. While some are able to juggle all these activities, others will find they are taking on too much. It is important to remember that your future opportunities are connected to your accomplishments in high school. If you apply yourself, you may be able to earn as much money through scholarships as you could working at a part-time job. See page 17 for more information on scholarships.

Now that you know the graduation requirements, how do you select courses that meet those requirements and accommodate your abilities, interests, values and goals?

Selecting Your Courses

Core courses

Remember that courses in English, social studies, mathematics and science are offered at several levels. Choosing the highest level that you will succeed at is the best way to keep your options open. However, it is important to look at your potential realistically. It is frustrating to be struggling in a course that is too difficult. If you are, you have several options. You can get extra help from the teacher or a fellow student. You may consider getting a tutor or you may decide to move to a less challenging course series. If you are doing better than you expected, you may want to move to a more challenging course series.* Should you decide to transfer from one series to another, your principal, counsellor or teacher can advise you on the best way and time to make the change.

Although your junior high marks are usually the best indicator of how you will do in high school, it is always possible, with effort, to improve them.

FACT:

If you select English 10, Social Studies 10, Mathematics 10 and Science 10, you will likely earn marks that are nearly the same as those you earned in Grade 9 in those subjects.

English	English 10–20–30	English 30 is the course required for entrance to many post-secondary institutions.
	English 13–23–33	These courses are the ones usually required for entrance to certain programs in colleges and technical and trade schools. The courses focus on practical English skills like writing business correspondence.
Social Studies	Social Studies 10–20–30	Social Studies 30 may be used for admission to some post-secondary programs.
	Social Studies 13–23–33	Students in Social Studies 13–23–33 study similar issues and topics as students in Social Studies 10–20–30 but in less depth.
Mathematics	Mathematics 10–20–30–31	These courses are for students who are strong in mathematics and who plan to attend a post-secondary institution that requires a strong background in mathematics.

	Mathematics 13–23–33	These courses are intended for students who plan to go into business or the trades, to attend a vocational college or certain faculties at university. Students study the same concepts as students in Mathematics 10 and 20 but in less depth. They also study some consumer topics.
	Mathematics 14–24	If mathematics is not an area of strength, these courses are a good choice. Students who complete these courses will have a basic understanding of mathematics.
Science	Science 10–20–30	These courses help students understand and apply the fundamental concepts and skills that are common to biology, chemistry and physics. Science 30 is accepted for entrance to many post-secondary institutions.
	Biology 20–30 Chemistry 20–30 Physics 20–30	These courses are intended for students planning to specialize in an area of science.
	Science 14–24	If science is not an area of strength, this is a good route to choose. Students who complete these courses will have a basic understanding of science.
Career and Life Management (CALM) 20	You need to take CALM 20 at some point during high school. This course provides students with the opportunities to develop and practise the skills required for dealing with a variety of issues and situations, living independently and planning a career. In this course, you learn how to build upon personal strengths and make good decisions.	
Physical Education 10	You will experience a variety of activities in order to develop a better understanding of personal fitness and a lifelong interest in leading an active, healthy lifestyle.	

So, those are the core courses you need to earn a diploma. Remember that the Alberta high school program is quite flexible. You can change your route without too much difficulty and there is enough room to repeat a course if necessary. Many school systems and other agencies run summer schools for students to repeat courses or take additional courses.

Now, turn to page 18 and complete steps 1–3. Will your selection lead you to your short- and long-term goals?

Selecting Your Courses

Complementary courses

Complementary courses offer you a chance to broaden your knowledge by studying a variety of subjects. Some complementary courses will help you build skills that will help you get and keep a job. Approximately 25 to 35 credits of study in a particular area could provide a basis for getting a job.

Some students have as many as 19 credits left for complementary courses each year. If you need each of the three sciences to get into a post-secondary institution, you may have less than 5 credits left each year for complementary courses. You may select from the complementary courses your school offers, or from other core courses.

Although all Alberta high schools offer the courses required to earn a high school diploma, not all high schools offer exactly the same complementary courses and activities. Large schools with their high student populations are able to offer more courses than small schools with fewer students. Schools are also able to develop their own unique courses, called **locally developed courses**, that may range from religious studies courses to Swedish language courses. In fact, religious studies may be a requirement at your school. Check to see what locally developed courses may be offered at your school. If you are interested in a course that is not offered at your high school, ask your counsellor about courses offered by the Alberta Distance Learning Centre.

Complementary courses are grouped into the following specialties:

Career and Technology Studies (CTS) Includes the areas formerly called business education, home economics and industrial education. All these courses emphasize "learning through doing" and include the components of career awareness and career development. CTS includes: agriculture, communication technology, construction technology, cosmetology, design studies, electronics, energy and mineral resources, enterprise and innovation, fabrication studies, family studies, fashion and design, financial management, food studies, forestry, health sciences, information processing, legal studies, living environments, management and marketing studies, mechanics, tourism studies, transporting goods and people, wildlife, work experience.

Fine Arts Includes courses in studio art, art appreciation, drama, choral, general and instrumental music.

Language Arts Includes courses in English literature, communications, reading and English as a second language.

Second Languages Includes courses in Blackfoot, Cree, French, German, Italian, Japanese, Latin, Spanish, Ukrainian and other languages. In some Alberta high schools, students may take some of their courses in French. The **Francophone program** is intended for students whose first language is French. You take all classes in French except your English courses. You take both English 10–20–30 or English 13–23–33 and Français 10–20–30. **French immersion programs** are for students who are not Francophone. Some of their courses are conducted in French. Students in the French immersion program also take English 10–20–30 or English 13–23–33.

Social Sciences Includes courses in psychology, sociology, geography, economics, ethics, history, philosophy and world religions.

Special Projects These projects encourage you to become involved in the selection, planning and organizing of your own programs in specific areas of interest that go beyond the regular curriculum.

Work Experience These courses allow you to gain practical applications of the knowledge and skills you learn in school. Under the supervision of a teacher, you receive on-the-job training and explore career options in a variety of work placements.

Remember, during your high school years, your selection of complementary courses must include 10 credits in career and technology studies or fine arts or second languages and 10 credits in 30-level courses in addition to English and social studies.

Now, turn to page 19 and complete steps 4–6. Will your selection lead you to your high school diploma and your short- and long-term goals?

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Extracurricular activities

High schools also offer a wide variety of activities outside classroom hours. These extracurricular activities vary from school to school but may range from golf and computer clubs to scuba diving and student's council. Enrich your high school years by participating in some of them.

What activities would you like to try?

- _____
- _____
- _____

Alternative programs

Some, but not all, high schools offer alternative courses to meet students' needs.

Challenge Programs

If you are looking for extra challenge in high school you may want to consider **Advanced Placement** or **International Baccalaureate** programs. Students who complete these programs may be able to enter some university courses at the second-year level rather than the first. These programs do not always begin in Grade 10 but courses are usually offered in Grade 10 that lead to these programs in Grade 11 and 12. Sometimes these courses are called **Academic Challenge** courses or **Honours** courses. Usually, students are required to have averages of 75–85 per cent to enter these programs.

Integrated Occupational Program (IOP)

The Integrated Occupational Program (IOP) is designed for students who will benefit from hands-on learning. Usually students begin this program in Grade 8, but some enter the program while in high school. The IOP leads to a Certificate of Achievement and prepares students for entry-level positions in several occupations. You may transfer from the Certificate of Achievement route to the Alberta High School Diploma route. Your counsellor can tell you how.

Registered Apprenticeship Program (RAP)

Under this program you can begin training in any one of the over 50 apprenticeship trades while still in high school. It is intended for students who have made a definite career choice and commitment to enter specific trade areas. You spend part of your year in school completing graduation requirements and part in industry as a registered apprentice. Your counsellor has more information.

Additional Information

• Transcript of Achievement

Your high school courses and marks are recorded on your **Transcript of Achievement**. This document is required for admission to many post-secondary institutions. On the transcript, **HONOURS** is printed beside each course name in which a student achieves a mark of 80 per cent or higher. You can get a transcript from Student Records in the Information Services Branch of Alberta Education. For more information, call 427–5732.

• Scholarships

You can earn a maximum of $1500 toward your post-secondary education through Rutherford Scholarships. These scholarships are awarded to students who are enrolled in post-secondary institutions and who have earned an 80 per cent average in five specific high school courses. Students earn $300 in Grade 10 if they have an average of 80 per cent in English plus two core courses and two complementary courses. They earn $500 in Grade 11 for meeting the same criteria and they earn $700 in Grade 12 for an 80 per cent or higher average in English plus four core courses. Grade 12 students apply for Rutherford Scholarships in June and the scholarships are paid during the first semester of their post-secondary studies. Individual school boards, schools and some community groups also offer scholarships. More information is available from your school counsellor.

• Post-Secondary Information

The map on the inside of the back cover identifies the post-secondary institutions in Alberta. Each of these institutions has counsellors who can provide you with information on admissions, scholarships, etc. Your school counsellor also has information on these institutions.

• Financial Help

If you want to go to a post-secondary institution but think you can't afford to, you may be eligible for a student loan. You can find out more from your school counsellor or by contacting the Students Finance Board which has offices in both Edmonton (427–2740) and Calgary (297–6344).

• Career Counselling

You can get more information on career development and employment from the Alberta Career Development Centre in your area. You can find the centre closest to you listed under Career Development Centre in the Alberta Government section of the telephone book.

Your High School Program

• Instructions for Filling Out This Chart

1. In the column entitled Grade 9, fill in your latest report card marks in each subject. Then, in the complementary section, write the names of the complementary courses you took in Grade 9 and the marks you received.

2. In the column entitled Goal for Grade 9, write down your goal for Grade 9.

3. If you select courses numbered 10 in Grade 10, you can expect to do about the same as you did in those subjects in Grade 9. Keeping that in mind, fill out your selection of core courses for Grade 10 by writing the course numbers (i.e., 10 or 13 or 14) in the column entitled No. Now go to page 14.

Please use a pencil as you may change your mind about your selection of courses.

GRADE 9		GRADE 10			
Course Name	**Latest Marks**	**Course Name**	**No.**	**Marks**	**Credits**
English		English 10 or 13			5
Social Studies		Social 10 or 13			5
Mathematics		Math 10 or 13 or 14			5
Science		Science 10 or 14			5
Physical Education		Phys. Ed. 10			3
Complementary		Complementary*			
		Total Credits			
Goal for Grade 9		**Goal for Grade 10**			

* *Remember — To earn a high school diploma, your selection must include 10 credits in career and technology studies or fine arts or second languages and 10 credits in 30-level courses in addition to English and social studies.*

4. Select your Grade 10 complementary courses and write the course name, course number and credit value in the appropriate columns.

5. Consider your goal for Grade 10 and write it in the appropriate column.

6. Go back to the chart on page 11. Have you selected courses that will lead you to your high school diploma? Will you earn at least 40 credits in Grade 10? Now go to page 16.

7. As you receive your marks in Grade 10, fill out the Grade 10 marks column. Use these marks as guidelines for planning your Grade 11 courses.

GRADE 11				GRADE 12				
Course Name	**No.**	**Marks**	**Credits**	**Course Name**	**No.**	**Marks**	**Credits**	**Total Credits**
English 20 or 23			5	English 30 or 33			5	
Social 20 or 23			5	Social 30 or 33			5	
Math 20 or 23 or 24			5	Math				
Science 20 or 24 and/or Biology 20 and/or Chemistry 20 and/or Physics 20			5	Science and/or Biology and/or Chemistry and/or Physics				
CALM 20			3					
Complementary*				Complementary*				
Total Credits				**Total Credits**				
Goal for Grade 11				**Goal for Grade 12**				

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Learning Throughout Your Life

Remember, if you plan to continue your education after high school you must be aware of the courses required for your post-secondary choices. In Alberta alone, there are over 34 post-secondary institutions including universities, technical institutes, vocational colleges, public colleges, hospital-based schools of nursing and private colleges. Check the calendars of these institutions early so you will know what is expected of you and what the deadlines are for registration. You could be expected to apply to some institutions as early as a year ahead of time.

Even if you are not intending to continue your formal schooling immediately after graduation, your education will continue throughout adulthood. New technology is affecting workplaces dramatically resulting in the need for continuous training and retraining. Upgrading skills and a willingness to accept career changes will become essential. It is important to see the challenge and opportunity in learning new information, not only to keep up with new technology but also in order for you to become the best you can be.

You are beginning an exciting chapter in your life. One in which YOU begin to take on the responsibility for your learning. Remember, there is a lot of help available.

Keep this booklet. It will help you chart your way through high school.

Good luck!

Alberta's Post-Secondary Institutions

EDMONTON

1. [illegible]
2. Concordia [illegible]
3. Grant MacEwan Community College
4. King's College, The
5. North American Baptist College
6. Northern Alberta Institute of Technology (NAIT)
7. St. Joseph's College
8. St. Stephen's College
9. University of Alberta
10. Hospital-based Schools of Nursing
    - –Misericordia Hospital
    - –Royal Alexandra Hospital
    - –University of Alberta Hospitals

CALGARY

1. Alberta [illegible]
2. Alberta Vocational College—Calgary
3. Mount Royal College
4. Southern Alberta Institute of Technology (SAIT)
5. University of Calgary
6. Hospital-based Schools of Nursing
    - –Foothills Hospital

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